



PASSAIC COUNTY TECHNICAL INSTITUTE
45 Reinhardt Road
Wayne, New Jersey 07470

Curriculum Unit Planner

Arabic I Curriculum

April 2017

Rachid Rezqi



PASSAIC COUNTY TECHNICAL INSTITUTE
45 Reinhardt Road
Wayne, New Jersey 07470

Curriculum Unit Planner

COURSE DESCRIPTION

The Arabic I course is designed as an entry-level course for students seeking knowledge and understanding of the Arabic language and culture. It is designed for novice learner as well as heritage speakers, who are fluent in Arabic but want to improve their reading and writing skills of the language. Students will learn basic vocabulary, common expressions, and the fundamentals of grammar and pronunciation to conduct basic conversations in real situations. The course will also enable students to have a better understanding of the Arabic culture and the variations of it. The main focus will be on building proficiency in the four skills of listening, speaking, reading and writing through the study of the Arabic grammar and syntax.

The class meets every day for 40 minutes and offers five high school credits.

COURSE OBJECTIVES

The Arabic I course objective targets the three modes of communication described by the New Jersey Student Learning Standards for World languages: Interpersonal, Interpretive, and Presentational. Below are definitions of the three modes and the list of primary learning objective areas.

Three Modes of Communication:

- **Strand A:** The Interpretive Mode's focal point is communication, in which students demonstrate adequate understanding of spoken and written communication within the appropriate cultural context.
- **Strand B:** The Interpersonal Mode concentrates more on engaging students to communicate directly using their oral and written skills.
- **Strand C:** The core of Presentational Mode is the ability to present concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction using their oral and written skills.



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Learning Objective Areas:

- Spoken Interpersonal Communication
- Written Interpersonal Communication
- Audio, Visual, and Audiovisual Interpretive Communication
- Written and Print Interpretive Communication
- Spoken Presentational Communication
- Written Presentational Communication



OUTLINE OF COURSE

| | | | |
|---|---------------------------------|-----------------|-------------------|
| Content Area: | Arabic 1 | Grade(s) | 9,10,11,12 |
| Unit Plan Title: | Theme 1: Arabic Alphabet | | |
| NJSLS Standard(s) Addressed | | | |
| <p>Interpretive Mode/proficiency Level: Novice-Mid</p> <p>7.1.NM.A.1- Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2- Demonstrate comprehension of simple, oral and written direction, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3- Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>Interpersonal Mode/Proficiency Level : Novice-Mid</p> <p>7.1.NM.B.1- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2- Give and follow simple oral and written directions, commands, and requests when participating in age appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3- Imitate appropriate gestures and intonation of the target culture(s) language during greetings, leave-takings, and daily interactions.</p> <p>Presentational Mode/Proficiency Level: Novice-Mid</p> <p>7.1.NM.C.1- Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.2- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3- Copy/write words, phrases, or simple guided texts on familiar topics.</p> | | | |
| Essential Questions (3-5) | | | |
| Who speaks Arabic? | | | |



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Where is the Arab world?
What does the Arabic alphabet look like?
What are long and short vowels in Arabic?
How do you connect letters in Arabic?

Anchor Text

Mahdi, Alish. (2010) *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners Second Edition*. New Haven and London: Yale University Press.
Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Al-Kitaab: A Textbook for Beginning Arabic Part One Second Edition*: Washington, D.C. Georgetown University Press.
Frangieh, Bassam K. (2012) *Arabic for Life: A Textbook for Beginning Arabic*. New Haven and London: Yale University Press.

Informational Texts (3-5)

Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Alif Baa: Introduction to Arabic Letters and Sounds Third Edition*: Washington, D.C. Georgetown University Press.
Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: The Complete Course for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.
Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: Activity Book Practice for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.

Short Texts (1-3)

Comic books
Photo stories
Poems
Short stories

Suggested Formative & Summative Assessments

Create short dialogues
Dictation in the target language
Written assessments
Listening assessments



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| | |
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| Projects | |
| Resources (websites, Blackboard, documents, etc.) | |
| <p><i>Canvas</i></p> <p><i>Google Classroom</i></p> <p><i>PowerPoint</i></p> <p><i>Music</i></p> <p><i>Movies</i></p> <p>www.quizlet.com</p> <p>https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=Arabic+Worksheets</p> <p>http://arabalicious.com/</p> <p>https://www.youtube.com/watch?v=Pf4M84CXneo (<i>Learn Arabic-Arabic in 3 minutes</i>)</p> | |
| Suggested Time Frame: | 6 weeks. |

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|---|-----------------------------|-----------------|------------|
| Content Area: | Arabic 1 | Grade(s) | 9,10,11,12 |
| Unit Plan Title: | Theme 2: Connecting Letters | | |
| NJSLS Standard(s) Addressed | | | |
| Interpretive Mode/proficiency Level: Novice-Mid | | | |
| 7.1.NM.A.1- Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. | | | |
| 7.1.NM.A.2- Demonstrate comprehension of simple, oral and written direction, commands, and requests through appropriate physical response. | | | |
| 7.1.NM.A.3- Recognize a few common gestures and cultural practices associated with the target culture(s). | | | |



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Interpersonal Mode/Proficiency Level : Novice-Mid

7.1.NM.B.1- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2- Give and follow simple oral and written directions, commands, and requests when participating in age appropriate classroom and cultural activities.

7.1.NM.B.3- Imitate appropriate gestures and intonation of the target culture(s) language during greetings, leave-takings, and daily interactions.

Presentational Mode/Proficiency Level: Novice-Mid

7.1.NM.C.1- Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3- Copy/write words, phrases, or simple guided texts on familiar topics.

Essential Questions (3-5)

How do you connect Arabic letters?

How do you recognize familiar spoken and written words and phrases?

What are the days of the week and months of the year in Arabic?

Anchor Text

Mahdi, Alesh. (2010) *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners Second Edition*. New Haven and London: Yale University Press.

Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Al-Kitaab: A Textbook for Beginning Arabic Part One Second Edition*: Washington, D.C. Georgetown University Press.

Frangieh, Bassam K. (2012) *Arabic for Life: A Textbook for Beginning Arabic*. New Haven and London: Yale University Press.

Informational Texts (3-5)

Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Alif Baa: Introduction to Arabic Letters and Sounds Third Edition*: Washington, D.C. Georgetown University Press.

Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: The Complete Course for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.



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Gaafar, Mahmoud & Wightwick, Jane. (2013) Mastering Arabic1: Activity Book Practice for Beginners Second Edition: New York, NY: Hippocrene Books, Inc.

Short Texts (1-3)

Comic books
Photo stories
Poems
Short stories

Suggested Formative & Summative Assessments

Create short dialogues
Dictation in the target language
Written assessments
Listening assessments
Projects

Resources (websites, Blackboard, documents, etc.)

Canvas
Google Classroom
PowerPoint
Music
Movies
www.quizlet.com
<https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=Arabic+Worksheets>
<http://arabalicious.com/>
<https://www.youtube.com/watch?v=Pf4M84CXneo> (*Learn Arabic-Arabic in 3 minutes*)

Suggested Time Frame:

5 weeks.



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|---|------------------------------------|-----------------|-------------------|
| Content Area: | Arabic 1 | Grade(s) | 9,10,11,12 |
| Unit Plan Title: | Theme 3: Numbers and Colors | | |
| NJSLS Standard(s) Addressed | | | |
| <p>Interpretive Mode/proficiency Level: Novice-Mid</p> <p>7.1.NM.A.1- Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2- Demonstrate comprehension of simple, oral and written direction, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3- Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4- Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>Interpersonal Mode/Proficiency Level: Novice-Mid</p> <p>7.1.NM.B.1- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2- Give and follow simple oral and written directions, commands, and requests when participating in age appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3- Imitate appropriate gestures and intonation of the target culture(s) language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>Presentational Mode/Proficiency Level: Novice-Mid</p> <p>7.1.NM.C.1- Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.2- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3- Copy/write words, phrases, or simple guided texts on familiar topics.</p> | | | |



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7.1.NM.C.4- Present information from age- and level- appropriate, culturally authentic materials orally or in writing.

Essential Questions (3-5)

How do you introduce yourself and your classmates?
Can you count the numbers (0-10)?
How are the names of colors said in Arabic?

Anchor Text

Mahdi, Alosh. (2010) *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners Second Edition*. New Haven and London: Yale University Press.
Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Al-Kitaab: A Textbook for Beginning Arabic Part One Second Edition*: Washington, D.C. Georgetown University Press.
Frangieh, Bassam K. (2012) *Arabic for Life: A Textbook for Beginning Arabic*. New Haven and London: Yale University Press.

Informational Texts (3-5)

Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Alif Baa: Introduction to Arabic Letters and Sounds Third Edition*: Washington, D.C. Georgetown University Press.
Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: The Complete Course for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.
Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: Activity Book Practice for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.

Short Texts (1-3)

Comic books
Photo stories
Poems
Short stories

Suggested Formative & Summative Assessments

Create short dialogues
Dictation in the target language
Written assessments



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| Listening assessments | |
| Projects | |
| Resources (websites, Blackboard, documents, etc.) | |
| <p><i>Canvas</i></p> <p><i>Google Classroom</i></p> <p><i>PowerPoint</i></p> <p><i>Music</i></p> <p><i>Movies</i></p> <p>www.quizlet.com</p> <p>https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=Arabic+Worksheets</p> <p>http://arabalicious.com/</p> <p>https://www.youtube.com/watch?v=Pf4M84CXneo (<i>Learn Arabic-Arabic in 3 minutes</i>)</p> | |
| Suggested Time Frame: | 4 weeks. |

| | | | |
|---|--------------------------|-----------------|-------------------|
| Content Area: | Arabic 1 | Grade(s) | 9,10,11,12 |
| Unit Plan Title: | Theme 4: Clothing | | |
| NJSLS Standard(s) Addressed | | | |
| Interpretive Mode/proficiency Level: Novice-Mid | | | |
| 7.1.NM.A.1- Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. | | | |
| 7.1.NM.A.2- Demonstrate comprehension of simple, oral and written direction, commands, and requests through appropriate physical response. | | | |
| 7.1.NM.A.3- Recognize a few common gestures and cultural practices associated with the target culture(s). | | | |



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7.1.NM.A.4- Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Interpersonal Mode/Proficiency Level : Novice-Mid

7.1.NM.B.1- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2- Give and follow simple oral and written directions, commands, and requests when participating in age appropriate classroom and cultural activities.

7.1.NM.B.3- Imitate appropriate gestures and intonation of the target culture(s) language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Presentational Mode/Proficiency Level: Novice-Mid

7.1.NM.C.1- Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3- Copy/write words, phrases, or simple guided texts on familiar topics.

7.1. NM.C.4- Present information from age- and level- appropriate, culturally authentic materials orally or in writing.

Essential Questions (3-5)

Are you able name various articles of clothing in Arabic?

Are you able to describe what you are wearing?

Grammar: How is gender and number agreement made when creating sentences?

Grammar: How are prepositions (on, in, under...etc.) used in Arabic?

Anchor Text

Mahdi, Alosh. (2010) *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners Second Edition*. New Haven and London: Yale University Press.

Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Al-Kitaab: A Textbook for Beginning Arabic Part One Second Edition*: Washington, D.C. Georgetown University Press.

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Informational Texts (3-5)

Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Alif Baa: Introduction to Arabic Letters and Sounds Third Edition*: Washington, D.C. Georgetown University Press.

Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: The Complete Course for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.

Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: Activity Book Practice for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.

Short Texts (1-3)

Comic books

Photo stories

Poems

Short stories

Suggested Formative & Summative Assessments

Create short dialogues

Dictation in the target language

Written assessments

Listening assessments

Projects

Resources (websites, Blackboard, documents, etc.)

Canvas

Google Classroom

PowerPoint

Music

Movies

www.quizlet.com

<https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=Arabic+Worksheets>

<http://arabalicious.com/>



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<https://www.youtube.com/watch?v=Pf4M84CXneo> (*Learn Arabic-Arabic in 3 minutes*)

| | |
|------------------------------|----------|
| Suggested Time Frame: | 5 weeks. |
|------------------------------|----------|

| | | | |
|---|------------------------------|-----------------|------------|
| Content Area: | Arabic 1 | Grade(s) | 9,10,11,12 |
| Unit Plan Title: | Theme 5: Foods and beverages | | |
| NJSLS Standard(s) Addressed | | | |
| Interpretive Mode/proficiency Level: Novice-Mid | | | |
| 7.1.NM.A.1- Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. | | | |
| 7.1.NM.A.2- Demonstrate comprehension of simple, oral and written direction, commands, and requests through appropriate physical response. | | | |
| 7.1.NM.A.3- Recognize a few common gestures and cultural practices associated with the target culture(s). | | | |
| 7.1.NM.A.4- Identify familiar people, places, and objects based on simple oral and/or written descriptions. | | | |
| Interpersonal Mode/Proficiency Level: Novice-Mid | | | |
| 7.1.NM.B.1- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. | | | |
| 7.1.NM.B.2- Give and follow simple oral and written directions, commands, and requests when participating in age appropriate classroom and cultural activities. | | | |
| 7.1.NM.B.3- Imitate appropriate gestures and intonation of the target culture(s) language during greetings, leave-takings, and daily interactions. | | | |
| 7.1.NM.B.4- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. | | | |
| Presentational Mode/Proficiency Level: Novice-Mid | | | |



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7.1.NM.C.1- Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3- Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4- Present information from age- and level- appropriate, culturally authentic materials orally or in writing.

Essential Questions (3-5)

Grammar: What is the difference between definite and indefinite nouns?

How many foods and beverages can you name in Arabic?

What are common foods eaten by people in the middle East?

How are polite requests made?

How are invitations accepted or declined?

Can you count and write out the numbers (10-20)?

Anchor Text

Mahdi, Alesh. (2010) *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners Second Edition*. New Haven and London: Yale University Press.

Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Al-Kitaab: A Textbook for Beginning Arabic Part One Second Edition*: Washington, D.C. Georgetown University Press.

Frangieh, Bassam K. (2012) *Arabic for Life: A Textbook for Beginning Arabic*. New Haven and London: Yale University Press.

Informational Texts (3-5)

Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Alif Baa: Introduction to Arabic Letters and Sounds Third Edition*: Washington, D.C. Georgetown University Press.

Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: The Complete Course for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.

Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: Activity Book Practice for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.

Short Texts (1-3)

Comic books



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Photo stories
Poems
Short stories

Suggested Formative & Summative Assessments

Create short dialogues
Dictation in the target language
Written assessments
Listening assessments
Projects

Resources (websites, Blackboard, documents, etc.)

Canvas

Google Classroom

PowerPoint

Music

Movies

www.quizlet.com

<https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=Arabic+Worksheets>

<http://arabalicious.com/>

<https://www.youtube.com/watch?v=Pf4M84CXneo> (*Learn Arabic-Arabic in 3 minutes*)

Suggested Time Frame:

4 weeks.



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|---|----------------------------|-----------------|-------------------|
| Content Area: | Arabic 1 | Grade(s) | 9,10,11,12 |
| Unit Plan Title: | Theme 6: The family | | |
| NJSLS Standard(s) Addressed | | | |
| Interpretive Mode/proficiency Level: Novice-Mid | | | |
| <p>7.1.NH.A.1- Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.2- Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.3- Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.A.4- Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.5- Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> | | | |
| Interpersonal Mode/Proficiency Level: Novice-Mid | | | |
| <p>7.1.NH.B.1- Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.B.2- Give and follow a series of oral and written directions, commands, and requests for participating in age-and level-appropriate classroom and cultural activities.</p> <p>7.1.NH.B.3- Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.N.H.B.4- Ask and respond to questions, make requests, and express preferences in various situations.</p> <p>7.1.NH.B.5- Converse on a variety of familiar topics and/or topics studied in other content areas.</p> | | | |



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Presentational Mode/Proficiency Level: Novice-Mid

7.1.NH.C.1- Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

7.1.NH.C.2- Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

7.1.NH.C.3- Describe in writing people and things from the home and school environment.

7.1.NH.C.4- Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5- Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

Essential Questions (3-5)

Are you able to describe yourself to other people?

Who is considered “family” in the Arabic culture?

How do you introduce your family to other people?

How do you inquire about and provide personal information?

Grammar: What are the demonstrative and possessive adjectives in Arabic?

Anchor Text

Mahdi, Alosh. (2010) *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners Second Edition*. New Haven and London: Yale University Press.

Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Al-Kitaab: A Textbook for Beginning Arabic Part One Second Edition*: Washington, D.C. Georgetown University Press.

Frangieh, Bassam K. (2012) *Arabic for Life: A Textbook for Beginning Arabic*. New Haven and London: Yale University Press.

Informational Texts (3-5)

Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Alif Baa: Introduction to Arabic Letters and Sounds Third Edition*: Washington, D.C. Georgetown University Press.

Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: The Complete Course for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.



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Gaafar, Mahmoud & Wightwick, Jane. (2013) Mastering Arabic1: Activity Book Practice for Beginners Second Edition: New York, NY: Hippocrene Books, Inc.

Short Texts (1-3)

Comic books
Photo stories
Poems
Short stories

Suggested Formative & Summative Assessments

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Dictation in the target language
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Resources (websites, Blackboard, documents, etc.)

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www.quizlet.com
<https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=Arabic+Worksheets>
<http://arabalicious.com/>
<https://www.youtube.com/watch?v=Pf4M84CXneo> (*Learn Arabic-Arabic in 3 minutes*)

Suggested Time Frame:

5 weeks.



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| | | | |
|---|-------------------------------------|-----------------|-------------------|
| Content Area: | Arabic 1 | Grade(s) | 9,10,11,12 |
| Unit Plan Title: | Theme 7: Weather and seasons | | |
| NJSLS Standard(s) Addressed | | | |
| Interpretive Mode/proficiency Level: Novice-Mid | | | |
| <p>7.1.NH.A.1- Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.2- Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.3- Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.A.4- Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.5- Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> | | | |
| Interpersonal Mode/Proficiency Level: Novice-Mid | | | |
| <p>7.1.NH.B.1- Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.B.2- Give and follow a series of oral and written directions, commands, and requests for participating in age-and level-appropriate classroom and cultural activities.</p> <p>7.1.NH.B.3- Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.N.H.B.4- Ask and respond to questions, make requests, and express preferences in various situations.</p> <p>7.1.NH.B.5- Converse on a variety of familiar topics and/or topics studied in other content areas.</p> | | | |
| Presentational Mode/Proficiency Level: Novice-Mid | | | |



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- 7.1.NH.C.1-** Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1. NH.C.2-** Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3-** Describe in writing people and things from the home and school environment.
- 7.1. NH.C.4-** Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1. NH.C.5-** Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

Essential Questions (3-5)

- What are the four seasons in Arabic?
How do people describe the weather in Arabic?
How do people describe their leisure activities in Arabic?
How are the numbers 20-100 written and said?
Grammar: How do you turn a statement into a question using (is/are, you, he/she...etc.)?
Review: What do you wear in different seasons?

Anchor Text

- Mahdi, Alish. (2010) *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners Second Edition*. New Haven and London: Yale University Press.
- Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Al-Kitaab: A Textbook for Beginning Arabic Part One Second Edition*: Washington, D.C. Georgetown University Press.
- Frangieh, Bassam K. (2012) *Arabic for Life: A Textbook for Beginning Arabic*. New Haven and London: Yale University Press.

Informational Texts (3-5)

- Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Alif Baa: Introduction to Arabic Letters and Sounds Third Edition*: Washington, D.C. Georgetown University Press.
- Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: The Complete Course for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.



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Gaafar, Mahmoud & Wightwick, Jane. (2013) Mastering Arabic1: Activity Book Practice for Beginners Second Edition: New York, NY: Hippocrene Books, Inc.

Short Texts (1-3)

Comic books
Photo stories
Poems
Short stories

Suggested Formative & Summative Assessments

Create short dialogues
Dictation in the target language
Written assessments
Listening assessments
Projects

Resources (websites, Blackboard, documents, etc.)

Canvas
Google Classroom
PowerPoint
Music
Movies
www.quizlet.com
<https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=Arabic+Worksheets>
<http://arabalicious.com/>
<https://www.youtube.com/watch?v=Pf4M84CXneo> (*Learn Arabic-Arabic in 3 minutes*)

Suggested Time Frame:

5 weeks.



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| | | | |
|--|----------------------------------|-----------------|-------------------|
| Content Area: | Arabic 1 | Grade(s) | 9,10,11,12 |
| Unit Plan Title: | Theme 8: Telling the time | | |
| NJSLS Standard(s) Addressed | | | |
| Interpretive Mode/proficiency Level: Novice-Mid | | | |
| 7.1.NH.A.1- Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes. | | | |
| 7.1.NH.A.2- Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. | | | |
| 7.1.NH.A.3- Recognize some common gestures and cultural practices associated with target culture(s). | | | |
| 7.1.NH.A.4- Identify people, places, objects, and activities in daily life based on oral or written descriptions. | | | |
| 7.1.NH.A.5- Demonstrate comprehension of short conversations and brief written messages on familiar topics. | | | |
| 7.1.NH.A.6- Reserved | | | |
| 7.1.NH.A.7- Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations. | | | |
| 7.1.IL.A.1- Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes. | | | |
| 7.1.IL.A.2- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. | | | |
| Interpersonal Mode/Proficiency Level: Novice-Mid | | | |
| 7.1.NH.B.1- Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. | | | |



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7.1.NH.B.2- Give and follow a series of oral and written directions, commands, and requests for participating in age-and level-appropriate classroom and cultural activities.

7.1.NH.B.3- Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.N.H.B.4- Ask and respond to questions, make requests, and express preferences in various situations.

7.1.NH.B.5- Converse on a variety of familiar topics and/or topics studied in other content areas.

7.1.IL.B.1- Use digital tools to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.B.2- Give and follow a series of oral and written directions, commands, and requests for participating in age-and level-appropriate classroom and cultural activities.

Presentational Mode/Proficiency Level: Novice-Mid

7.1.NH.C.1- Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

7.1.NH.C.2- Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

7.1.NH.C.3- Describe in writing people and things from the home and school environment.

7.1. NH.C.4- Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.C.5- Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

7.1.IL.C.1- Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.2- Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

Essential Questions (3-5)

How does one tell in Arabic?

How are the fractions of the hour spoken in Arabic?

How can one create basic sentences?

Grammar: **الاسمية الجملة** What is a nominal sentence?



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Anchor Text

Mahdi, Alosh. (2010) *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners Second Edition*. New Haven and London: Yale University Press.

Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Al-Kitaab: A Textbook for Beginning Arabic Part One Second Edition*: Washington, D.C. Georgetown University Press.

Frangieh, Bassam K. (2012) *Arabic for Life: A Textbook for Beginning Arabic*. New Haven and London: Yale University Press.

Informational Texts (3-5)

Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Alif Baa: Introduction to Arabic Letters and Sounds Third Edition*: Washington, D.C. Georgetown University Press.

Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: The Complete Course for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.

Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: Activity Book Practice for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.

Short Texts (1-3)

Comic books

Photo stories

Poems

Short stories

Suggested Formative & Summative Assessments

Create short dialogues

Dictation in the target language

Written assessments

Listening assessments

Projects

Resources (websites, Blackboard, documents, etc.)

Canvas

Google Classroom



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PowerPoint

Music

Movies

www.quizlet.com

<https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=Arabic+Worksheets>

<http://arabalicious.com/>

<https://www.youtube.com/watch?v=Pf4M84CXneo> (*Learn Arabic-Arabic in 3 minutes*)

| | |
|------------------------------|----------|
| Suggested Time Frame: | 5 weeks. |
|------------------------------|----------|

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|--|-------------------------------|-----------------|------------|
| Content Area: | Arabic 1 | Grade(s) | 9,10,11,12 |
| Unit Plan Title: | Theme 9: Describing your town | | |
| NJSLS Standard(s) Addressed | | | |
| Interpretive Mode/proficiency Level: Intermediate-Low | | | |
| 7.1.IL.A.1- Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes. | | | |
| 7.1.IL.A.2- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. | | | |
| 7.1.IL.A.3- Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. | | | |
| 7.1.IL.A.4- Use the target language to describe people, places, objects, and daily activities learned about through oral and written descriptions. | | | |
| 7.1.IL.A.5- Demonstrate comprehension of conversations and written information on a variety of topics. | | | |
| Interpersonal Mode/ Proficiency Level: Intermediate-Low | | | |



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- 7.1.II.B.1-**Use digital tools to participate in short conversations and to exchange information related to targeted themes.
- 7.1.II.B.2-** Give and follow a series of oral and written directions, commands, and requests for participating in age-and level-appropriate classroom and cultural activities.
- 7.1.II.B.3-** Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.II.B.4-** Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.II.B.5-** Engage in short conversations about personal experiences or events and/ or topics studied in other content areas.
- Presentational Mode/Proficiency Level: Intermediate-Low**
- 7.1.II.C.1-** Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.II.C.2-** Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.II.C.3-** Use language creatively to responding writing to a variety of oral or visual prompts.
- 7.1.II.C.4-** Compare and contrast -age and level- appropriate culturally authentic materials orally and in writing.
- 7.1.II.C.5-** Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture(s) and one's own culture.

Essential Questions (3-5)

- Can you name the different places in the city in Arabic?
Can you describe your town?
Can you describe your possessions/objects?
Grammar: How do inquire information using أين where?

Anchor Text

- Mahdi, Alish. (2010) *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners Second Edition*. New Haven and London: Yale University Press.
- Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Al-Kitaab: A Textbook for Beginning Arabic Part One Second Edition*: Washington, D.C. Georgetown University Press.
- Frangieh, Bassam K. (2012) *Arabic for Life: A Textbook for Beginning Arabic*. New Haven and London: Yale University Press.

Informational Texts (3-5)



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Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Alif Baa: Introduction to Arabic Letters and Sounds Third Edition*: Washington, D.C. Georgetown University Press.

Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: The Complete Course for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.

Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: Activity Book Practice for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.

Short Texts (1-3)

Comic books
Photo stories
Poems
Short stories

Suggested Formative & Summative Assessments

Create short dialogues
Dictation in the target language
Written assessments
Listening assessments
Projects

Resources (websites, Blackboard, documents, etc.)

Canvas
Google Classroom
PowerPoint
Music
Movies
www.quizlet.com
<https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=Arabic+Worksheets>
<http://arabalicious.com/>
<https://www.youtube.com/watch?v=Pf4M84CXneo> (*Learn Arabic-Arabic in 3 minutes*)



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| Suggested Time Frame: | 4 weeks. |
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|-------------------------|------------------------|-----------------|------------|
| Content Area: | Arabic 1 | Grade(s) | 9,10,11,12 |
| Unit Plan Title: | Theme 10: Farm Animals | | |

NJSLS Standard(s) Addressed

Interpretive Mode/proficiency Level: Intermediate-Low

7.1.IL.A.1- Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.IL.A.2- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.3- Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.

7.1.IL.A.4- Use the target language to describe people, places, objects, and daily activities learned about through oral and written descriptions.

7.1.IL.A.5- Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.6- Reserved

7.1.IL.A.7- Infer the meaning of a few unfamiliar words in some new contexts.

Interpersonal Mode/ Proficiency Level: Intermediate-Low

7.1.IL.B.1-Use digital tools to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.B.2- Give and follow a series of oral and written directions, commands, and requests for participating in age-and level-appropriate classroom and cultural activities.

7.1.IL.B.3- Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4- Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.



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7.1.II.B.5- Engage in short conversations about personal experiences or events and/ or topics studied in other content areas.

Presentational Mode/Proficiency Level: Intermediate-Low

7.1.II.C.1- Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.II.C.2- Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.II.C.3- Use language creatively to responding writing to a variety of oral or visual prompts.

7.1.II.C.4- Compare and contrast -age and level- appropriate culturally authentic materials orally and in writing.

7.1.II.C.5- Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture(s) and one's own culture.

Essential Questions (3-5)

Can you name common farm animals?

Can you describe items found on a farm?

Can you describe objects around you?

Grammar: What is definiteness?

How are nouns and adjectives made to agree in gender and number?

Anchor Text

Mahdi, Alish. (2010) *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners Second Edition*. New Haven and London: Yale University Press.

Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Al-Kitaab: A Textbook for Beginning Arabic Part One Second Edition*: Washington, D.C. Georgetown University Press.

Frangieh, Bassam K. (2012) *Arabic for Life: A Textbook for Beginning Arabic*. New Haven and London: Yale University Press.

Informational Texts (3-5)

Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. (2004) *Alif Baa: Introduction to Arabic Letters and Sounds Third Edition*: Washington, D.C. Georgetown University Press.

Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: The Complete Course for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc.



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Gaafar, Mahmoud & Wightwick, Jane. (2013) Mastering Arabic1: Activity Book Practice for Beginners Second Edition: New York, NY: Hippocrene Books, Inc.

Short Texts (1-3)

Comic books
Photo stories
Poems
Short stories

Suggested Formative & Summative Assessments

Create short dialogues
Dictation in the target language
Written assessments
Listening assessments
Projects

Resources (websites, Blackboard, documents, etc.)

Canvas
Google Classroom
PowerPoint
Music
Movies
www.quizlet.com
<https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=Arabic+Worksheets>
<http://arabalicious.com/>
<https://www.youtube.com/watch?v=Pf4M84CXneo> (*Learn Arabic-Arabic in 3 minutes*)

Suggested Time Frame:

5 weeks.



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III. METHODS OF STUDENTS EVALUATION (ASSESSMENT/EVALUATION)

Summative Assessment

Multiple-choice tests

Oral and written tests

Short-answer tests

Projects

Oral presentations

Student's portfolio

Formative Assessment

Quizzes

Homework and classwork activities

Listening, speaking and reading activities

Short reports

Cultural research and presentations

Dictation

IV. INSTRUCTIONAL STRATEGIES

Maps, photos and other visuals

Role-play

Peer teaching

Collaborative projects

Reading, writing, listening and speaking activities

Mapping

Watching and responding to media

Researching and debating cultural similarities and differences

Creating review games

Competing in teams



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V. TEXTBOOKS, INSTRUCTIONAL MATERIALS, and SOFTWARE:

- Mahdi, Alesh. *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners Second Edition*. New Haven and London: Yale University Press 2010.
- Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. *Al-Kitaab: A Textbook for Beginning Arabic Part One Second Edition*: Washington, D.C. Georgetown University Press 2004.
- Al-Batal, Mahmoud, Al-Tonsi, Abbas, & Brustad, Kristen. *Alif Baa: Introduction to Arabic Letters and Sounds Third Edition*: Washington, D.C. Georgetown University Press 2004.
- Frangieh, Bassam K. *Arabic for Life: A Textbook for Beginning Arabic*. New Haven and London: Yale University Press 2012.
- Gaafar, Mahmoud & Wightwick, Jane. *Mastering Arabic1: The Complete Course for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc. 2013.
- Gaafar, Mahmoud & Wightwick, Jane. (2013) *Mastering Arabic1: Activity Book Practice for Beginners Second Edition*: New York, NY: Hippocrene Books, Inc. 2013



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SCOPE AND SEQUENCE

| SKILLS TO BE LEARNED | I = Introduce D = Develop R= Reinforce M = Master |
|---|--|
| Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. | ID |
| Demonstrate comprehension of simple, oral and written direction, commands, and requests through appropriate physical response. | IDR |
| Recognize a few common gestures and cultural practices associated with the target culture(s). | ID |
| Identify familiar people, places, and objects based on simple oral and/or written descriptions. | IDR |
| Demonstrate comprehension of short conversations and brief written messages on familiar topics. | ID |
| Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations. | ID |



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| Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes. | ID |
| Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. | ID |
| Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. | ID |
| Use the target language to describe people, places, objects, and daily activities learned about through oral and written descriptions. | ID |
| Demonstrate comprehension of conversations and written information on a variety of topics. | ID |
| Infer the meaning of a few unfamiliar words in some new contexts. | ID |
| Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. | ID |
| Give and follow simple oral and written directions, commands, and requests when participating in age appropriate classroom and cultural activities. | ID |
| Use the target language to describe people, places, objects, and daily activities learned about through oral and written descriptions. | ID |
| Imitate appropriate gestures and intonation of the target culture(s) language during greetings, leave-takings, and daily interactions. | ID |



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| Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. | ID |
| Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. | ID |
| Give and follow a series of oral and written directions, commands, and requests for participating in age-and level-appropriate classroom and cultural activities. | ID |
| Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. | ID |
| Ask and respond to questions, make requests, and express preferences in various situations. | ID |
| Converse on a variety of familiar topics and/or topics studied in other content areas. | ID |
| Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. | ID |
| Engage in short conversations about personal experiences or events and/ or topics studied in other content areas. | ID |
| Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. | ID |



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| Present information from age- and level- appropriate, culturally authentic materials orally or in writing. | ID |
| Describe in writing people and things from the home and school environment. | DR |
| Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. | DR |
| Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. | RM |
| Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture(s) and one's own culture. | RM |



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Student Handout

The Arabic I course is designed as an entry-level course for students seeking knowledge and understanding of the Arabic language and culture. It is designed for novice learner as well as heritage speakers, who are fluent in Arabic but want to improve their reading and writing skills of the language. Students will learn basic vocabulary, common expressions, and the fundamentals of grammar and pronunciation to conduct basic conversations in real situations. The course will also enable students to have a better understanding of the Arabic culture and the variations of it. The main focus will be on building proficiency in the four skills of listening, speaking, reading and writing through the study of the Arabic grammar and syntax.

The class meets every day for 40 minutes and offers five high school credits.

PROFICIENCIES

Students will:

- Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- Recognize a few common gestures and cultural practices associated with the target culture(s).
- Demonstrate comprehension of simple, oral and written direction, commands, and requests through appropriate physical response.
- Identify familiar people, places, and objects based on simple oral and/or written descriptions.



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- Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- Use the target language to describe people, places, objects, and daily activities learned about through oral and written descriptions.
- Demonstrate comprehension of conversations and written information on a variety of topics.
- Give and follow simple oral and written directions, commands, and requests when participating in age appropriate classroom and cultural activities.
- Imitate appropriate gestures and intonation of the target culture(s) language during greetings, leave-takings, and daily interactions.
- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- Engage in short conversations about personal experiences or events and/ or topics studied in other content areas.
- Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- Describe in writing people and things from the home and school environment.
- Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.